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ABSTRACT

This monograph is an outgrowth of an in-service workshop for vocational educators, special educators and administrators. The workshop staff developed it with the intent of providing guidelines for educators in the design of vocational education programs for special education students. Specific suggestions concerning program development, identification of work and jobs, cooperation among agencies and personnel, evaluative functions, proposal preparation, and obtaining funds are given. (SJL)

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SUGGESTED GUIDELINES FOR ESTABLISHING VOCATIONALLY ORIENTED PROGRAMS FOR SPECIAL EDUCATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CG 010 317

Suggested Guidelines For Establishing Vocationally Oriented Programs For Special Education

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Preface

The content of this booklet is the outgrowth of an In-Service Workshop for Administrators, Vocational Educators, and Special Educators. The workshop was held on Northern Michigan University's campus during the summer of 1971 and was funded by the Michigan State Department of Education, Division of Vocational Education and Career Development Services, Special Needs Division.

This booklet was developed by the workshop staff with the intent of serving as a guideline for educators in the development of vocational education programs for special education students.

This booklet represents the concerns and views of the authors and in no way implies or otherwise represents the view or official policy of the Michigan State Department of Education or Northern Michigan University.

INTRODUCTION

BACKGROUND

Primitive peoples and early civilizations practiced and condoned a form of genocide on the handicapped. The deformed and impaired were either destroyed or placed in the wilderness at the mercy of the elements and beasts of prey. To sustain them was economically unfeasible. Society, for the most part, was on a substance level. It was difficult enough to sustain contributing members, let alone totally dependent members. They were a liability. The needs of the handicapped individual were overlooked for the sake of the survival of the communal unit. Later, it became economically feasible to contribute alms for the sustinence of these handicapped individuals. Whether this was partially derived from Judeo-Christiandom or man's purported need to see someone more miserable than himself is questionable. It was believed that the sins of the fathers were visited upon the children as a debilitation, and because of this the handicapped were often hidden.

Eventually society developed the potential to support the bulk of these abnormals in institutions. Little distinction was made between types, and often the mentally ill were housed with mentally retarded. These untrained individuals cause discomfort to many and contributed to the dissemination of the Eugenic scare—which implies that abnormals procreate, transmitting and compounding their defects.

Society, as yet, had neither the educational sophistication to train the handicapped nor the empathy to help them. Medical advancements helped to decrease the debilitating effects of some of the handicaps, thereby mitigating the limitations imposed on the individual by the handicap.

With the coming of the industrial age, education became increasingly important. With the greater sophistication and specialization required, society turned its eyes to the problem and is providing sufficient numbers of trained workers to meet the needs of the developing industrial society. Formerly education was classical in nature. It sought "not to educate the masses, but rather to train the offspring of the country's socio-economic elite to be professional and community leaders."[1]

At the turn of the twentieth century, great waves of immigrants needed to be acculturated into our way of life. "Social reformers saw the school as the only public agency able to Americanize the immigrants and lift them out of their squalor."[2] "Under the threefold

[1]Rodger L. Hurley, Poverty and Mental Retardation: A Casual Relationship, New York: Random House, 1969, p. 97.

[2]Ibid.

influence of the theories of John Dewey, the protests of social reformers, and the economic pressures emanating from businessmen who wanted an orderly, sober-minded and prudent labor force, the curriculum of the public school was altered to include courses on health, vocational training and civic responsibilities."[3] The public education system became highly developed. Intellectual and personality assessment tests were developed and utilized. Society was learning how to respond to its needs.

Social action is one of the most influential ways in which we confront our needs and bring about changes in our society. It may be assumed that ". . .social action is the process and the strategy by which you find, motivate, mobilize, and organize resources (individuals and groups of people as well as physical objects) in order to accomplish a predetermined end."[4]

The effectiveness of social action in confronting and dealing with our needs can be viewed as part of the spiral which has contributed to our high standard of living. This spiral calls for maximum efficiency. Economically, we can afford to support non-contributing members, but our efficiency model has us ask of every natural resource: Are we utilizing its potential? Wherever slack or waste appears, our society either turns its head for lack of knowledge or bends over backwards to prevent it. Our land appears to have almost unlimited financial resources to support whatever project to which we address ourselves.

Vast manpower is presently untapped, underdeveloped, and wasted in our nation today, in the form of handicapped individuals. We now have the educational sophistication to enable these individuals to become active, participating and contributing members of society. We have the ability to minimize the limitations imposed on the individual, both by the handicap itself and by society.

In the past we justified slighting of the handicapped's rights for economic reasons. Today, we recognize the fundamental right of each individual to develop to the maximum of his potential.

As always, individuals are expected to contribute to the well-being of the group and in order to participate fully in society, one must contribute. This has psychological implications for the individual. For his own well-being, both emotional and economical, the individual has a need to work and to contribute. The fulfillment of this need has the prerequisite of a meaningful education.

Until this century, it is questionable whether the handicapped could have been efficiently trained to be independent. Except in isolated cases where the value of the handicapped individual, by right of birth,

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[3]Rodger L. Hurley, Poverty and Mental Retardation: A Casual Relationship, New York: Random House, 1969, p. 97.

[4]George Beal, Paul Yarbarough and Janet Payer, "Social Action: An Overview," Planning Community Services for the Mentally Retarded, ed. Edward L. Meyer, Scranton, Penn.: International Textbook Co., p. 42.

allowed or implied it, education and development of potential was not considered.

The trend has been to process handicapped individuals with too much emphasis on their handicaps. Too often we have substituted arts and crafts for vocational education, sympathy and pity for empathy, and privileges for rights—and we have rehabilitated when we should have habilitated. We must stop shortchanging the handicapped, ourselves and all of society.

RURAL AREAS

Rural areas are faced with a number of problems when attempting to implement and sustain programs for the handicapped. Although each area is unique, the following problems seem to be common to most rural areas.

1. Sparse population and geographic barriers represent a definite liability in both communication and transportation.

2. The sparsity of populations and wide dispersement permit the handicapped to be often overlooked or just ignored.

3. Rural areas have more limited resources for program development and support to draw upon and find the need to utilize alternate forms of support is often financially unfeasible.

4. The ability to accommodate the handicapped in local employment situations, because of the diminished need for farm labor and unskilled labor demand, is becoming increasing difficult.

5. Occupational models are relatively few in rural areas, as are employment exploratory situations.

6. Placement opportunities are limited in rural areas and situations often demand relocation of handicapped individuals seeking employment.

7. Poverty occurs in rural areas in situations that resist identification; it is often a quiet variety shrouded by pride, ignorance and shame.

DEFINITIONS OF THE HANDICAPPED

Persons who will not develop to their maximum potential if placed in the regular educational program without special accommodations, are categorized as handicapped. Disabilities can be categorized in three broad areas: Emotional, mental, and physical. An individual need not

exclusively "fit" any one category but may require accommodations or modifications afforded several of the groupings.

Mental Retardation

According to the American Association of Mental Deficiency, mental retardation refers to sub-average general intellectual functioning which originates during the developmental period and is associated with impairment of adaptive behavior. Sub-average is one standard deviation below the population mean of certain age groups. General intellectual functioning is determined by an individually administered psychological examination. The developmental period is from birth to approximately sixteen years of age. Impairment in adaptive behavior refers to effectiveness of a person to adapt to his environment. Impaired adaptive behavior may be reflected in: (1) Maturation, (2) learning, (3) social adjustment.[5]

Educationally, the mentally retarded are divided into three groups: Educable, trainable and severely mentally retarded. The exact points of division are arbitrary. The educable retardate is one who is developing at one half to three quarters the normal rate. This individual has the potential to be socially competent. He is often not recognized until he reaches school, because the emphasis is on academics and his handicap lies there. He will likely blend into society unnoticed after he has completed school. The trainable retardate is developing at one third to one half the normal rate. Prognosis is such that, with training, he may become at least partially self-supporting. He has potentialities of self-care, of social adjustment in the home and neighborhood and of economic usefullness in the home and neighborhood. The abilities within the severely mentally retarded group vary greatly, as do the abilities within the other groupings. The goals for this group are to make them ambulatory, to give them rudimentary speech, and to train them to feed and toilet themselves. Some may be taught simple tasks. The great hope in mental retardation is prevention rather than cure.

The following definitions have been explicated from the *State Plan for the Delivery of Special Education Programs and Services* by the Michigan Department of Education as published in 1971, pp. 30-36.

Visually Handicapped [Blind and Partially Seeing]

Visually handicapped persons are traditionally and legally defined, according to medical diagnosis, as follows:

A. A blind person is one having a central visual acuity of 20/200 or

[5]Rich Heber, "A Manual on Terminology and Classification in Mental Retardation," Mono. Supplement, second edition, American Journal of Mental Deficiency, Willimantic, Conn., 1961, p. 3-4.

less in the better eye, after correction, or a peripheral field so restricted that the widest diameter of such field subtends an angular distance no greater than 20 degrees.

B. A partially seeing person is one whose central visual acuity falls between 20-70 and 20-200 in the better eye after correction.

Crippled and Other Health Impaired

The orthopedic, or traditional "crippled" child is one who is defective in bone, joint or muscle to the extent that he requires special services in order that he may develop to the limit of his mental, social, or physical potentials. Such a child may be significantly handicapped by cerebral palsy, muscular dystrophy, spina bifida, an impaired heart, epilepsy, trauma, or physical anomaly, etc.

Emotionally Disturbed

An emotionally disturbed child is one who has been found to be emotionally disturbed through a complete medical diagnostic evaluation and: (1) Whose emotional disturbance appears to cause an education deficit and/or (2) is so disruptive within the regular education classroom that intensive education and therapeutic services are needed to assist in the reduction of disruptive behavior; and/or (3) the child has a serious pathology not exhibited by disruptive behavior (withdrawn, poor socialization patterns).

Definitions used are as follows:

1. *Diagnostic evaluation* includes school reports, social case history, psychological studies, psychiatric evaluation, and a discussion of the material by a multi-disciplinary educational planning committee.

2. *Disruptive behavior*—activities of the child that cause himself and the other children to be disturbed to the extent that the education process in the classroom is seriously and continuously interrupted.

3. *Therapeutic services* include consultation with the teacher, parents, and the child by supportive personnel such as the social worker, psychologist, and psychiatrist, etc.

Learning Disabilities

The term "children with specific learning disabilities" defines those children who have a disorder in one or more of the basic psychological

processes involved in understanding or in using language, spoken or written. This disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. These disorders include such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. Such terms do not include children with learning problems which are primarily the result of visual, hearing or motor handicaps of mental retardation, of emotional disturbance or of environmental disadvantages.

Hearing Impaired [Deaf and Hard of Hearing]

In defining hearing impairment which is educationally significant, not only audiometric test results, but also other factors must be considered as follows: (1) Age at onset of deafness; (2) language development, if any; (3) general health status of child; (4) special and emotional adjustment; (5) intellectual abilities; (6) academic status; (7) home, school and community understanding; (8) and preparation and experience of child's teacher. Hard of hearing children are those in whom the sense of hearing, although defective, is functional with or without a hearing aid. They have a hearing of from 20 to 60 decibels as measured by puretone or speech audiometry. Deaf children have a hearing loss of greater than 60 decibels and must learn to communicate through the use of specialized techniques.

DISABILITY AREA BY INCIDENTS PER THOUSAND

Disability Areas	*Incidence*
Hard of Hearing	5 per 1000
Deaf	1 per 1000
Partially Seeing	5 per 1000
Blind	1 per 1000
Severely Multiply Handicapped	.5 per 1000
Physically Handicapped	15 per 1000
Speech Defective	35 per 1000
Emotionally Disturbed	20 per 1000
Educable Mentally Retarded	20 per 1000
Trainable Mentally Retarded	3 per 1000

II

PROGRAM DEVELOPMENT

THE HANDICAPPED IN SOCIETY

Habilitation of the handicapped fulfills needs not only of the individual but of the society as a whole. Individuals contribute to the economic health of the community, through their contributions as workers, as well as their role as taxpayers. Proper habilitation may result in civic minded citizens who contribute to development of the total community.

Industry is often hindered due to a lack of dependable, hard-working employees. This void may be partially filled by habilitation of the handicapped person. The handicapped sometimes have the added advantage of knowing their shortcomings and often work harder to disassociate the label society has placed upon them. The limitations imposed on them by society are more often a greater liability than the handicapping condition itself.

PRELIMINARIES TO DEVELOPING PROGRAMS

To habilitate vocationally handicapped in the rural area, one must first identify the students. By using incidence rates of each disability and population figures for the local area, one can approximate their numbers. Interagency cooperation and teacher referral can assist in locating many of the handicapped.

IDENTIFICATION OF RESOURCES

Programmers must identify and assess the capacities and potentials of available supportive agencies and community services. This is necessary for effective utilization of agency and community services. To ignore such agencies would be to risk wasteful duplication of efforts and services. Local employment trends need to be studied in terms of programming realistic occupational guidance of youth. Planning programs for the vocationally handicapped also calls for correlation with other community planning activities in the areas of health, education and welfare.

FACILITIES

Available facilities for housing and equipping programs must be evaluated, not only in terms of their functional adequacy for present programs but also in terms of requirements of future programming.

PERSONNEL

In developing a workable program, available personnel must be assessed. This includes areas of academic proficiency as well as personality traits. In view of the program being developed, one must determine what additional staff are necessary and what qualifications will be required in hiring.

UTILIZATION OF RESOURCES

Development of Community Support

An important aspect of program development and implementation lies in the area of gaining community support. Instigators and central organizers of the social action program must inform and seek to obtain the approval of legitimizers. "Legitimizers are those persons who, because of the social power (authority and/or influence) they possess, may provide support, guidance, authority, justification, or 'license to act' in the social action program."[6] One type of legitimizer is the individual who holds some type of formal social power as delegated by formal office. This power remains only as long as he holds the office. This may include the mayor, a member of the city council, a school board member, or a member of the county board of supervisors. Another type of legitimizer, just as important, is one who possesses informal social power or influence. This is a characteristic of the individual who qualifies for a number of reasons. It may be his knowledge of problems, past achievements and willingness to work, his ability to think, plan, and work with others, the occupation he holds, his participation in formal organizations, or his realm of personal influence.

Patterns of legitimizers vary among communities. Generally, one can expect to find a small group of people at the apex with a generalized sphere of influence. The legitimizers usually represent the business, financial, and industrial interests of the community. They are generally "the economic dominants in community life."[7] In addition to independent professionals, the persons who control newspaper, radio and television media may be included. By enlisting the approval of legitimizer persons in the community, the community may be persuaded to participate. In deciding which individual or group to utilize one may find it valuable to:

1. Determine what steps, goals, or functions are to be performed.

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[6]George Beal, Paul Yarbarough and Janet Payer, "Social Action: An Overview," Planning Community Services for the Mentally Retarded, ed. Edward L. Meyer, Scranton, Penn.: International Textbook Co., p. 44

[7]Ibid., p. 44-45

2. Analyze the kinds of resources needed to perform these functions.

3. Find, motivate and combine individuals possessing those resources needed to reach the goal.[8]

Evaluation and Program Revision Procedures

Programs must be innovative by nature to solve the complex problems of habilitating vocationally handicapped youth. A system or plan for evaluation and revision must be developed to handle the inevitable shortcomings and problems of the program which were not identified or anticipated in the original planning of the program. Such a plan must accommodate feedback from participants, parents, staff, and community. The program must be structured such that it can utilize suggestions for change.

Guidance

The "handicapped" individual suffers many of the same difficulties as his so-called "normal" counterpart, when attempting to assess personal capabilities. It is with this in mind that the need for comprehensive and realistic guidance is established. The guidance program as it relates to the individual with a handicapping condition, often includes aptitude assessment and occupational interest surveys. Once an aptitude assessment is made, the counselor has the responsibility to present the aptitude profile to both the student and the parents. The parent or guardian should be involved on a continuing basis with the guidance program. It is necessary to acquaint the student with his abilities as well as his limitations and with occupational options that seem appropriate. With an understanding of his abilities and limitations, the "handicapped" student is given the option to explore occupational areas. This exploration may take either an active or passive role depending upon several variables, and educational options available. The student may explore through film strips, movies, booklets of job descriptions and responsibilities, and he may engage in a variety of "hands on" occupationally oriented experiences. In addition, the student can be involved in a variety of field trip observations, which would be considered as an integral part of the curriculum.

Work

A variety of work options are recommended as avenues for occupational exploration and education. Some of the more common work options being utilized as job exploration and work education within the school setting are as follows:

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[8]George Beal, Paul Yarbarough and Janet Payer, "Social Action: An Overview," Planning Community Services for the Mentally Retarded, ed. Edward L. Meyer, Scranton, Penn.: International Textbook Co., p. 44.

A. Job Sample Tryouts

In a job sample tryout, a student is given the opportunity to sample segments of various job components in a simulated work situation. The student is allowed to work on a given task for a certain length of time to develop production norms, work tolerance, and levels of information. They may be accomplished in the segregated classroom or in the vocational education laboratory.

B. Vocational/Occupational Education Program

The vocational/occupational education program offers the individual with a handicapping condition many, if not most, of the existing services within a given school system. Each student, upon completion of aptitude and interest assessment may be placed in an appropriate vocational area. This service may be provided in several different fashions. The student may be integrated into the existing vocational education classes or placed in a segregated class where other students share some of the same educational disabilities. These options are contingent upon the general guidelines established by the appropriate state education division.

C. In-School Work Experience

The purpose of an in-school work experience is primarily directed toward the giving the student the opportunity to gain on-site work experience of an exploratory nature, to aid in the development of work habits and attitudes and to be used as a method of evaluation for community work adjustment. The in-school work experience is often considered the path of least resistance for school personnel to initiate. The rationale behind such a position is that such work experience stations do not have to be created within the school system, because they already exist. Some common work stations in the school are: Custodial, maintenance, cafeteria, library, secretarial, etc.

D. *Community Work Experiences*

The community work experiences program is a program that is designed to provide experience for a variety of student needs. It can consist solely of an individual handicapped student being placed in a community work station for the purpose of job exploration for several hours per day, or to the extent that a student may be placed in a job training station for eight hours per day, five days per week (O.J.T.). This concept of community work experience is commonly referred to as a cooperative or work-study pro-

gram. In essence, the student is on a work station a portion of the time and has contact with the school a portion of the time. The time and educational preparation of the experience differs from student to student. Often a student will progress from one level of work experience to another, such as from a variety of exploratory work experiences to a specific O.J.T. situation. Work options are considered a viable and integral part of the educational prescription and, therefore, such work options may carry appropriate credit toward high school graduation..

III

IDENTIFICATION OF WORK AND JOBS

The identification of jobs in any community is difficult. Need for jobs for the purposes of work experience and permanent employment, is considered to be an integral part of the program. It may be assumed that the school must accept partial responsibility for identifying the availability of jobs. The methods for identifying such jobs may differ from community to community, depending upon the size and relative availability of business and industry. However, some of the identification techniques are as follows:

SURVEY MEASURES

A. This can be accomplished by the *Questionnaire Survey* Method which attempts to derive information of a firm through the use of the mails. One of the advantages of this approach is that a number of firms can be contacted in a short period of time with relatively little cost involved. However, a disadvantage is the possibility of not obtaining adequate information of job descriptions and job appropriateness as it relates to students with handicapping conditions.

B. The *personal survey* is the method whereby an interviewer speaks directly to the potential employer and attempts to obtain information relative to topics of concern. Advantages of this method are the personal contact with the respondent and conveying to the employer the merits of participation, and this method has the ability to interpret and discuss in depth the school program. However, some of the disadvantages may prohibit some school systems from participating in this approach. The cost factor of trained personnel and the amount of time spent in the job interviewing process may discourage this method.

BUSINESS AND LABOR INVOLVEMENT

The involvement of business and labor organizations such as the Chamber of Commerce and labor councils should be considered as an integral part of the educational program. Their role in such programs would be in the advisory committee capacity. Through such committee involvement, business and labor can be program directors as well as implementors for job placement.

SERVICE ORGANIZATION INVOLVEMENT

Utilization of existing service organizations can and should be included as a means of contacting business and labor leaders for possible work experience stations.

FOLLOW-UP AND CONTINUING EDUCATION SERVICE

Numerous research studies indicate that the most traumatic situation faced by an individual with a handicapping condition is the transition period between his so-called formal education and his entry into the work-a-day world. The intent of previously mentioned program elements (i.e., work experience programs and counseling education and work) is to bridge the gap between education and work. However, the validity of these efforts cannot be determined until an adequate follow-up program is implemented. The follow-up program should incorporate within its structure measures for obtaining information regarding types of jobs, length of tenure, previous work record, salary, and other pertinent information. In addition, information should be secured relative to merits or problem areas in the education program. The follow-up program may be accomplished by the survey method, either through the mails or by personal contact. In addition to the follow-up program, it is deemed critical to provide for the student some form of continuing education program. This program may take the form of occupational and/or life adjustment counseling and/or may provide continued skill development.

IV

COOPERATION

THE VOCATIONAL EDUCATION/SPECIAL EDUCATION COOPERATION

Vocational education and special education programs of most schools display a reservoir of untapped potential for the habilitation of handicapped youth. This reservoir lies ready to be tapped if ad-

ministrators, vocational educators and special education personnel can forge their energies and resources into a concerted effort to provide the handicapped with services and programs aimed at preparing the youth for competitive, gainful and remunerative employment. At present, most situations display an air of co-existence but very little cooperation.

NEED FOR A COOPERATIVE VENTURE

The handicapped youth is often an outsider looking in while attempting to participate in traditional educational programs. In the work *Animal School*,[9] animals were required to participate in learning activities not physiologically suited to their abilities (i.e., squirrels were required to swim, snakes required to fly). Often the handicapped youth encounters the same situation. The youth is confronted with learning activities that are not suited to the needs, or personal options that may be exercised. The student is frequently forced to either wait until the "legal drop out age" is attained or to initiate a situation where dismissal from schools becomes necessary. At times, the situation is more apathetic in that the student is simply stored or contained within the institution until he may be transferred to another holding agent. These practices and this situation represent not only a tragic waste of human resources and a financial drain on the social institutions, but are a reprehensible act against the integrity and worth of the individual.

As the demands of society for more highly skilled workers increase and a decrease in the number of unskilled and semi-skilled occupations continues, many classes of handicapped individuals will find it increasingly more difficult to become gainfully employed. The situation will grow worse as competition for the remaining jobs increases and the handicapped could be virtually locked out of gainful employment situations unless a mediating agent is provided. This mediating agent could be partially filled by selective integration of the services of special education and vocational education. This is not to imply a diminished responsibility of the existing roles of either discipline but a redefinition of the responsibility for the handicapped.

OBJECTIVES OF THE COOPERATIVE EFFORT

The cooperative efforts must provide:

1. Methods of minimizing attrition of the handicapped student by:
   A. Aiding the student in the development of realistic and acceptable goals.
   B. Providing educational experiences and activities that allow the student to internalize and realize goals.

[9]Reavis, George H., "The Animal School," Educational Forum, XVIII (January 1953).

C. Providing services that allow the student to continue within the framework of an educational program.

2. Effective methods to bridge the gaps between education and work by providing:
   A. /Or securing rehabilitative services.
   B. Guidance and insight into the abilities as well as the disabilities.
   C. Family counseling services.
   D. Pre-vocational and work experiences.
   E. Saleable skills within the scope of the handicap.
   F. Occupational placement and continued follow-up.

3. The individual with a maximum number of occupational options within the scope of the handicap and individual abilities by:
   A. Coordinating inter-agency resources to provide maximum opportunities.
   B. Insuring continued support after withdrawal, placement or graduation from the formal program.

V

ROLES OF AGENCIES AND PERSONNEL IN COOPERATIVE PROJECTS

Success of a cooperative project of this or any other nature requires that each person involved be aware of the overall objectives of the effort and of the role of the involved personnel. It is only after responsibility has been established that accountability may be assessed. For this reason responsibility for each task is outlined in the following material. This represents only an arbitrary allocation of responsibility, while a final assignment of some areas, responsibility must rest on the personnel and resources of individual school units.

STATE

It is the responsibility of the state to provide overall educational guidelines, regulations for program implementation, financial assistance and consultant staff to aid intermediate and local school systems.

INTERMEDIATE SCHOOL DISTRICTS

It is the responsibility and role of the ISD to perform specialized and sophisticated services for operating districts such as curriculum develment, in-service programs, educational research, and ancillary services as needed by constituent districts.

THE BOARD OF EDUCATION

It is the responsibility of the Board of Education to provide policy that enables the program to function.

THE SUPERINTENDENT OF SCHOOLS

It is the superintendent's responsibility to act as liaison between the board and the programs, and should suggest changes in policy as needed.

THE PRINCIPAL

The principal is responsible for securing facilities, materials and essential elements of a successful program. He must provide leadership for implementation of programs and must coordinate all activities of the school and, therefore, he must be involved in all planning activities.

THE REGULAR CLASSROOM TEACHER

The regular classroom teacher is the prime source of referrals and normally the professional with the greatest amount of contact and professional knowledge of the student at the time of referral. It is the responsibility of the classroom teacher to identify and refer the handicapped or suspected handicapped when possible. He must become involved with the committee developing the prescriptive educational program and must aid the integration of handicapped into regular classes, where possible. He must utilize, develop and administer special techniques, instruments or procedures that may aid the habilitation process. He must provide liaison between personnel in the cooperative program, and participate in activities and educational sequences designed for specific students.

THE VOCATIONAL TEACHER

Because of the nature of rural schools, the limited resources, multi-use personnel, and smaller student populations the vocational educator must be generalized to include vocational education, industrial arts education, business education and home economics education personnel. Most of these individuals are involved with occupational education and understand the qualifications of numerous types of occupations. The vocational educator has the responsibility for aiding in the evaluation of vocational potential, development of instructional strategy and selection of learning activities. The development of specific skills, attitudes, work and safety habits and providing occupational and guidance information are also included in his responsibility. In the absence of a prevocational coordinator, the

vocational educator may be requested to work in cooperation with the special education teacher to provide coordination of prevocational activities both in and outside of the school.

PREVOCATIONAL COORDINATOR

The prevocational coordinator has the responsibility for a wide variety of activities and performs numerous roles. As previously mentioned, the role may not be filled by a full-time professional and the duties must be assumed by other staff members. The structure, direction and implementation of the program should be the responsibility of the coordinator. Although no set formula may be established, the coordinator is responsible for varying amounts of guidance and counseling, evaluation of the student's prevocational experiences, recommendations of services, and development and maintenance of records. Additional responsibilities are to contact employers, place the handicapped in prevocational situations both in and outside of the school, and to provide employment situations of a permanent nature when possible. Also included are the roles of providing liaison between the school, community, and federal agencies, referral and support agencies, parents and employers.

SCHOOL GUIDANCE PERSONNEL

The responsibilities of the guidance personnel are to provide the services normally associated with the guidance function plus administration and interpretation of special tests, aid involved individuals in understanding and interpreting the reports of resource consultants and the problems and needs of the students.

SPECIAL EDUCATION TEACHERS

The prime responsibility of the special education teacher is to provide basic skills necessary for everyday living. He may utilize and design special material, teaching methods and techniques. His role may fluctuate depending on the student population, number of students needing special education services, number of teachers, type and degree of ancillary services and amount of integration into service areas. The special educator serves as resource and support person when a student is integrated into service areas such as industrial education, home arts, and business education.

VI

AN INTERDISCIPLINARY MODEL FOR THE HABILITATION OF THE HANDICAPPED

The following suggested interdisciplinary model outlines a multi-phase procedure that should ideally conclude with the placement of the handicapped individual in an occupation that contributes to the well-being of both the individual and society. The model consists of three major sections: (1) The identification of the handicapped individual with emphasis on those individuals who have handicaps that are not easily identifiable. (2) Rehabilitative activities and procedures for those individuals who will become more employable or more susceptible to habilitative measures. (3) Habilitative measures aimed at qualifying the handicapped individual for a maximum number of individual occupational options

VII

IDENTIFICATION OF THE HANDICAPPED

Identifying the handicapped and defining the types and nature of the handicap is a prerequisite of rehabilitation and habilitation processes. Identification of the handicapped has been, in many cases, simply the listing of names of the easily identifiable. Those individuals who are not easily recognized as being handicapped are often those who are forced from the educational system because they do not fit into the system. Many are viewed as slow learners, underachievers, discipline problems, mental drop-outs, and dozens of other cliches for categories. A more equitable situation would be to have the system identify the needs and reflect these needs with program accommodations. Quite often defiant behavior, poor performance, low achievement, problems with peer acceptance, the general lack of social competency, may be indicators of one or more handicaps. If such indicators are evident, it is the responsibility of the classroom teacher to refer the student to the individual responsible for testing, evaluation or further referral. The professional staff of the school must recognize that identification of the handicapped individually and definition of specific problems is often wholly or partially out of the scope of existing financial and professional resources. Even the most solvent schools are frequently not able to handle all of the situations and, consequently, it is essential that an operating structure be developed that enables and promotes inter-agency cooperation. The school must be appraised of the resources that are available through agencies that have had prior or concurrent contact with the student. This may include health and medical services, judicial, welfare, and vocational rehabilitation. In addition, tests and records generated and accumulated by the school should be recognized

and utilized when possible. Utilization of existing resources prevents expensive duplication of efforts by the school and agencies whose involvement may be requested.

VIII

INTERAGENCY INVOLVEMENT FOR IDENTIFICATION AND REHABILITATION

The school has three major options in dealing with the handicapped. These options include the following:

1. Utilize the resources and services that exist.
2. Provide new services through existing education channels.
3. Purchase or arrange for the purchase of services from outside agencies.

Individuals who have worked with the handicapped for any appreciable period of time can attest to the absolute necessity of involving appropriate agencies. It is conceivable that services may be utilized in some cases to the extent that the school need only play a role of referral or coordinator of services role. Rehabilitative services and activities should attempt to:

1. Enable the student to return to regular scheduled programming and succession of classes when and where possible.

2. Allow the student to benefit from educational experiences to the maximum of existing potential.

3. Provide the student with maximum opportunity to develop occupational options that correspond to individual needs and aspirations.

It should be noted that while the identification, rehabilitation and habilitation are considered separately, they may in practice be operating concurrently and in various quantitative combinations.

IX

THE HABILITATION OF HANDICAPPED YOUTH

The habilitation of the handicapped youth, rather than the rehabilitation of youth, is stressed in this segment of the student's developmental progress. The essence of activities at this level should be aimed at qualifying the handicapped individual for an occupation. This entails providing the individual with suitable developmental activities

that lead to saleable skills, attitudes, and knowledge. The habilitation model outlined in this chapter provides a basic format and a number of options that may be used to develop individualized strategies for each handicapped person.

X

EVALUATION OF POTENTIAL

The initial step in the habilitation of the youth is the evaluative stage. The evaluation should be involved with two specific functions, identifying ability to benefit from normal educational sequence and assessing occupational potential. The first evaluative function attempts to assess the ability of the student to participate in regular classes. This has been a "sore spot" with education for years. A conflict has developed that questions the advisability of integrating the handicapped for socialization purposes or segregating for teaching-learning reasons. The question of participation in regular classes should not be dichotomized to an either/or situation but must attempt to determine the amount of each and the proper time to initiate or alter the integration/segregation formula. In essence, what is needed is a prescriptive teaching/learning formula or plan. This formula should be developed through the combined efforts of a school diagnostician or psychologist, the special education staff, and classroom teachers involved in the student's program of studies. This planning committee must consider the emotional, physical, academic, social, personal and intellectual status of the student in question and recommend strategy that will utilize the prescriptive, integration/segregation formula. An additional option is that the planning committee may request further study or further referral. The second segment of the evaluation deals with the assessment of vocational/occupational potential. The potential of an individual to become a participating and contributing member of society must be assessed in order that a program be developed that allows optimum individual development and provides maximum occupational options. The criteria that must be utilized for determining the degree of inclusion of handicapped individuals in a prescriptive education sequence that is terminal in nature must be:

1. The occupational potential of the individual.
2. The degree of benefit or detriment of inclusion in the normal educational sequence.
3. The receptivity of the individual.
4. The ability of the prescription to meet the needs and aspirations of the student.

The prescriptive formula must attempt to realize options and deal with the development of elements of employability. Examples of these elements are:

1. Attitudes and Habits (toward Others, Work, Etc.)
   A. Punctuality
   B. Work Habits
   C. Responsibility
   D. Self Concept
   E. Safety

2. Understandings
   A. Occupational Information
   B. Employer Requirements
   C. General Rules

3. Saleable Skills
   A. Basic skills of communication (reading, writing, speaking)
   B. Arithmetic Skills (counting, dividing, computational)
   C. Specific Skills Requiring Manipulation (use of simple tools, driving, typing, sorting, weighing, and following directions)
   D. General Skills
   E. Mobility (getting to and from work)

4. Personal Skills
   A. Grooming (dress, personal hygiene)
   B. Personal Economics (ability to maintain and control personal finances)

5. Physical Skills and Abilities
   A. Muscular Control (degrees of coordination and manipulative abilities)
   B. Mobility (ability to walk, drive and navigate from location to location)
   C. Stamina (ability to work for sustained periods)

6. Mental and Emotional Skills and Abilities
   A. Emotional Control
   B. Ability to Concentrate for Extended Periods
   C. Independence
   D. Work Without Supervision
   E. Work Under Degrees of Pressure

XI
SUGGESTIONS FOR PREPARING PROPOSALS

An often overlooked means of developing programs of excellence is the utilization of federal, state, foundation and special purpose

funds. Such funds are usually entrusted to a designated review board whose task it is to insure that the monies are allocated to projects that best meet the stated objectives of the funding source. It is important to understand the way proposals are selected or why they are rejected.

It should be understood that only those porposals that meet the objectives of the funding sources can be accepted. In addition, it must be understood that the submitted proposal is probably in competition for the funds with other proposals. With this as the basis for discussion, the following suggestions are made:

1. Define the objectives of your proposal and determine exactly how these objectives shall be accomplished. You will never be funded for trial and error.

2. Determine the appropriate funding sources for your proposal and determine the priorities, guidelines and evaluative criteria that they will use in the selection of proposals to be funded. This information may normally be obtained from the U. S. Office of Education, Department of Health, Education and Welfare, Washington, D.C.; Michigan Department of Education, Lansing, Michigan; the Foundation Directory, published by Russell Sage Foundation, Foundation Library Center, 444 Madison Avenue, New York, New York.

3. After you have determined that the objectives are compatible or can be made compatible with the agencies' criteria for funding without the loss of integrity of the proposal, it is necessary to develop either an abbreviated proposal, labeled a brief or prospectus, or a formal proposal. Unless a formal full-blown proposal is required by the involved agencies, an abbreviated form is recommended for the following reasons.

   A. Less effort is needed to generate this form and if funding sources are not interested, less effort is lost.

   B. This form is more likely to achieve the attention you desire because the reviewing body is better able to conceptualize the the proposal in minimum time. It should be noted that the best efforts of the developer must be demonstrated in this short document; it tells a great deal about the quality of work, organization, etc., that may be expected.

   C. It provides an effective document to present to the administrators and affected personnel of your school for their approval, recommendations, additions or deletions.

4. The proposal brief should include the following:

A. The objectives or goals of the proposal in the most limited manner feasible.

B. An outline of the procedures that will be used to achieve the objectives.

C. A description of the need of the proposal and why this institution should be awarded the grant.

D. A show of good faith or commitment should be documented, if possible. This could include assumed costs, shared facilities, shared personnel, in-kind aid or any other support that may indicate commitment.

E. If there are other agencies affected by the proposal, it may be advantageous to include letters from these agencies voicing support. Funding agencies are not interested in financing feuds, unneeded or duplication of services.

F. Indicate, if possible, a continuing commitment at the termination of the proposed project. Funding is often much easier to obtain if the funding agents feel they are not being used for short term gains that will vanish at the termination of the project.

G. An itemized budget that includes salaries, secretarial and technical assistance, consultant fees, rentals, supplies and equipment, telephone, etc., should be developed. Unusual expenditures should be qualified. Existing forms of the institution should be utilized to outline expenses and prevent omissions.

H. Vital information of principle participants should be included if their qualifications indicated competence, commitment or unique assets that would lend themselves to success of the proposed ventures.

5. Upon completion of the proposal brief, identification of tentative funding agencies and receipt of administrative endorsement, the brief may be filed with the selected agencies. It should be noted that a single form of the brief may not be applicable for all agencies solicited. It is wise to contact each agency prior to the actual filing to determine the exact procedure the agency requests.

6. The follow-up of filed proposals is an often overlooked segment of the proposal. It is essential that a follow-up be initiated when the results of the review committee are known. If the proposal is

rejected, it is essential that the reason for rejection is established. Many good proposals could be salvaged if a few objectionable areas are corrected. Even if this is not the case, the knowledge of reasons for rejection tend to build a sophistication for subsequent efforts.

XII

IMPROVING YOUR CHANCES OF RECEIVING FUNDS

1. Limit your objectives and the scope of the proposal to logical-controllable proportions. Do not attempt to cure the ills of the world.

2. Document the need with a minimum of concise and effective statistics. Volume is seldom considered, quality is. It may be advisable to seek help in the analysis and presentation of effective statistical documentation.

3. The final form of the proposal must be free of error and as mechanically correct as possible.

4. Do not oversell or make rash statements that are neither logical or proveable.

5. Determine the priorities, philosophies and/or agencies that are in vogue at the time, and attempt to integrate or utilize such elements where applicable.

APPENDIXES

TIPS

ADMINISTRATORS

Administrators should attempt to:

1. Provide teachers with an understanding of the systems of the school in order that they are not hampered by the perceived or real effects of red tape when dealing with the problems of the handicapped.

2. Become familiar with the needs, problems and requirements of persons working with the handicapped.

3. Explore the use of the consultant program. This type of program displays such potential for providing services to the rural handicapped, especially at the high school level.

4. Initiate interdisciplinary workshops or meetings between vocational education/special education and administrative personnel to deal with the problem of providing services for the handicapped.

5. Initiate efforts to develop a district or regional representative organization to promote the concept of service for the handicapped and to initiate local response to the needs.

6. Become familiar with legislation that may be utilized to meet the needs.

7. Select personnel for both vocational education and special education that are "people oriented" and display the potential to empathize with the slow learner.

8. Identify resources of the area that may be utilized to develop and sustain programs and services. They may include agencies, local charitable organizations, service groups,, chambers of commerce, etc.

9. Provide program and administrative structures that allow the integration of students into special classes.

10. Provide program structure that not only allows but also promotes the completion of high school by the handicapped.

11. Insure that the integration of the handicapped is not an unreasonable imposition on the instructor or the students of classes being integrated. A realistic integration formula must be based on evaluation of the needs of the learner, and the demands on the resources of the instructor.

12. Lend the prestige and contacts of the administrative position to the efforts of personnel who are attempting to develop programs and provide services. This may include efforts of the staff to develop lines of communication with local business and industry, foster community support, promote interagency involvement.

13. Insure that materials and facilities are of sufficient quality, quantity, and of a type applicable to the teaching of the handicapped.

14. Insure that the responsibilities of each individual are described in a manner that allows an evaluation of the ability to complete the assigned tasks, (i.e., Will guidance personnel have the opportunity to provide the guidance function or will they be more involved with scheduling?)

15. Develop mechanisms to promote changes in the attitudes of the staff and to promote understandings of the nature of the handicapped, their needs and methods of meeting the identified needs.

16. Provide special attention to beginning teachers to facilitate their acceptance of and cooperation with the handicapped and staff dealing with the handicapped.

17. Non-handicapped students should be encouraged to accept and aid the handicapped. The favorable outcomes of many of the youth corps have implications for public schools. More able students may be given an opportunity to contribute while developing valuable personal skills, knowledge and attitudes.

18. Evaluate carefully any label used in connection with the handicapped. Inappropriate, derogatory, or misleading labels may not only impede the progress of the handicapped individual but may affect staff and community acceptance, or the success of the program.

THE VOCATIONAL EDUCATION TEACHERS

1. Teachers should be aware that students of similar chronological ages differ drastically in levels of maturation, knowledge and skills that have been assimilated, and social skills that have been developed. This is especially true when dealing with handicpaped individuals, but not necessarily the rule. For this reason the teachers must establish the degrees of development of each student as well as specific needs.

2. The vocational education teacher often finds that he is not able to handle problems of the handicapped because he does not really understand these problems. If these problems are to be handled and the student is to succeed in educational and occupational endeavors, the teacher must build a strong alliance with the special education teacher, diagnostician, and similar personnel who may interpret the problems of the student and aid in the development of teaching strategies.

3. It is advisable that the traditional grading system be abandoned at least by the vocational educator. It is suggested that the teacher develop a record-keeping system that utilizes anecdotal records of activities, performance, and achievement levels. These records should be reviewed with the special education teacher when grades are to be assigned. In this way, the evaluation and assignment of grades is accomplished with a better understanding of effort and accomplishments compared with the potential.

4. The vocational education teacher must utilize his knowledge of business and industry to develop lines of communication between business and industry and education that may provide inroads for the placement of the handicapped.

5. The vocational education teacher must seek a better understanding of the limitations and abilities of the handicapped. This may be partially accomplished by communications with the special education staff.

6. The vocational education teacher must become aware of the various options that may be utilized to provide work experience for the handicapped both in and out of school (i.e., work tryout, co-op, work-study, etc.).

7. Emphasis should be placed upon activities that stress working in a cooperative fashion rather than as an individual. This would indicate the utilization of mass production products rather than individual projects.

8. Learning activities should be of shorter duration in order to prevent disinterest but should include the use of repetition of the desired elements of learning.

9. Skill development should center on occupations with wide application at the semi-skilled levels.

CONSIDERATIONS FOR EDUCATORS OF THE HANDICAPPED

1. Handicapped children are more like normal children than like other handicapped individuals.

2. The strengths, rather than weaknesses, of the handicapped should be identified, developed and emphasized.

3. All deficits are not necessarily handicapping.

4. Early identification of the handicapped and definition of the handicapping condition facilitates greater success in efforts to alleviate, minimize or rectify the defect.

5. The identification and internalization of appropriate and meaningful goals is essential to the optimum development of the handicapped.

6. Educational quality for handicapped is more demanding than for normal students. Sequence, order, timeliness, quality and quantity of learning experiences require greater refinement because there is less room for error.

7. Attainment must not be assessed by comparison with normal individuals. The evaluation of the success of the teacher and the achievement of the student must be based on performance compared with potential.

8. It is essential that educators and other involved individuals realize that some handicapped persons may never become self-sustaining. It will be necessary to provide services (i.e., guidance, job placement, etc.) for some individuals for as long as they need it, which may be most of their lives.

9. The handicapped child and his parents may need help in identifying suitable occupational goals and in developing realistic aspirations.

10. Because of the temporal nature of many of the occupations that the handicapped are suited for, a definite and concerted effort to foster attitudes of flexibility and adaptability is necessary. These are difficult tasks that are often incompatible with the emotional make-up and past experiences of the student.

11. Most school subjects can be related to occupational education and the "World of Work." Integration of this type should be initiated in the lowest grades and should continue throughout the educational experience in order to develop skills and attitudes about the physical world of work.

12. The vocabularies of many handicapped individuals are limited. This limitation should be recognized when attempting to convey directions and learning experiences.

13. Although vocabularies may be limited, speech and language abilities are normally adequate for most learning and many earning situations.

14. Many handicapped persons have feelings of inadequacy in the areas of personal relationships and social skills.

15. Expectations of rejection, disinterest or outright hostility are often well established.

16. The handicapped are often reluctant to initiate or participate in new or different experiences.

17. They often develop passive attitudes towards persons and situations surrounding them, or on the other hand, they may tend to over-react to real or implied criticism.

18. They are often preoccupied with personal and immediate needs, are insensitive to the feelings and needs of others and often refuse to consider or plan for the future.

19. When they reach their threshold or tolerance for pressure, criticism, etc., they may react in overt and socially unacceptable manners.

20. The ability to concentrate and work stamina often exist in minimal amounts.

21. The handicapped often have mobility problems. This may be ambulatory problems or may be the lack of skills and/or confidence needed to travel between locations.

22. They are often reluctant to request assistance.

23. They often have little appreciation for machines, tools and materials.

LEGISLATION

A. PL 88-156 Maternal and Child Health and Mental Retardation Planning Amendments of 1962.
B. PL 88-164 Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963.
C. 1962 Public Welfare Amendments.
D. Economic Opportunity Act.
E. M.R. activities of the Department of Health, Education, and Welfare, U.S. Government Printing Office, Washington, D.C. 20402, January 1965, p.p. 3-86.
F. ESEA - Title VI-A Preschool, elementary and secondary education.
G. ESEA - PL 89-313 State School Support for Handicapped.
H. ESEA - Title I Disadvantaged in local education agencies.
I. BSEA - Title III Special Projects.
J. PL 85-926 Training of Professional Personnel for the Handicapped.
K. EPDA - PL 90:35 Training of Teachers Who Work with Handicapped Children in Regular Classrooms.
L. PA 220
M. PA 18

GLOSSARY

Type A - Special education classroom for educable mentally retarded.

Type B - Special education class for trainable mentally retarded.

OCCUPATIONAL EDUCATION

Pre-vocational training—generalized training in attitudes and skills that are applicable to most jobs.

WORK STUDY

Student goes to class part-time for pre-vocational and vocational training and has remunerative work experience in the school and later in the community.

ON-THE-JOB TRAINING

Career-total pattern of jobs held during a worker's lifetime.

Entry level - minimum skill level necessary to enter a specific job.

Rehabilitation - the process of restoring the handicapped individual to the fullest physical, mental, social, vocational and economic usefulness of which he is capable.

Teacher-coordinator - liaison between school program and employers. Also spends part of time teaching and correlating instruction in the classroom.

Sheltered workshop - services involving a program of work which provides (1) work evaluation, (2) work adjustment training, (3) occupational education, (4) transitional or extended employment, and which is carried out under the supervision of personnel qualified to direct their activities.

Habilitate - to plan the handicapped individual's program of education and training early enough to utilize his developmental periods.

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